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TITLE PRCGRAM FOR BEGINNING TEACHERS. AN INDIVIDUALIZED APPRCACH TO IN-SERVICE EDUCATION. AN APPLICATION FOR CONTINUATION GRANI. PART II. NARRATIVE.

INSTITUTICN WILMETTE PUBLIC SCHOOLS, ILL.

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IDENTIFIERS PACE, PROJECTS TO ADVANCE CREATIVITY IN EDUCATICN

ABSTRACT

DURING ITS FIRST YEAR CF OPERATION 80 FIRST-YEAR TEACHERS FROM NINE PUBLIC AND PRIVATE ELEMENTARY SCHOOLS IN THE WILMETTE SUBURBAN DISTRICT PARTICIPATED IN THE INSERVICE PROGRAM IN WHICH THE INDIVIDUALIZED PROGRAM FCR EACH TEACHER WAS DEVELCPED CCOPERATIVELY BY THE TEACHER AND CNE CR MORE STAFF MEMBERS. A 5-DAY SUMMER WORKSHCP WAS DIRECTED TO THE ORIENTATION OF THE TEACHERS TO THE SCHOOLS, CCMMUNITY, AND INSTRUCTIONAL PROGRAM. DURING THE SCHOOL YEAR TEACHERS WERE RELEASED CNE-HALF DAY PER MONTH FCR WORKSHOPS, VISITATION, DEMONSTRATICN TEACHING, AND CONSULTATION; AND THEY ATTENDED EIGHT SATURDAY MORNING WORKSHOPS DEALING WITH PROBLEMS IN CURRICULUM, TEACHING METHCDS, ANI INSTRUCTIONAL MATERIALS. EACH PARTICIPANT WAS TEAMED WITH AN EXPERIENCED "HELPING TEACHER" WHO ASSISTED IN PLANNING, CBSERVATION, AND SELF-EVALUATION, OFTEN WITH THE USE OF PORTABLE VIDEOTAPING EQUIPMENT. EACH WAS ALSO ASSIGNED AN ADVISCR-CONSULTANT FROM THE STAFF CF A NEARBY COLLEGE OR UNIVERSITY. PLANS ARE UNDERWAY TO EXTEND THE PROGRAM THROUGHOUT THE TEACHERS' PRETENURE PERIOD. MAJOR EMPHASIS FOR SECOND-YEAR TEACHERS WILL BE COMMITMENT TC A GRADUATE PRCGRAM AND ENROLLMENT IN COURSES. WEEKLY AFTERNCON WORKSHOPS WCULD ALSO BE CFFERED BY THE DISTRICT, E.G., A COURSE IN MODERN MATH METHODS AND TECHNIQUES OR AN INDEPENDENT SEMINAR CN SELF-DIRECTED LEARNING. (INCLUDED ARE DISCUSSION OF STIPENDS, FINANCING, COOPERATIVE PLANNING AND ADMINISTRATION, PUBLICITY, AND STAFF ROLES.) (JS)

ED036458

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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APPLICATION FOR A CONTINUATION GRANT TO ESTABLISH, OPERATE AND MAINTAIN AN INTENSIVE IN-SERVICE PROGRAM FOR BEGINNING AND PRE-TENURE TEACHERS, June 24, 1969 - June 23, 1970

Title of Project: Program for Beginning Teachers
Project Number 68-06260-0 Grant Number OEG-0-8-006260-4554

The Applicant: Public Schools of Wilmette, District 39

Address: 615 Locust Road, Wilmette, Illinois 60091

hereby applies to the Superintendent of Public Instruction for financial assistance to continue the operation and maintenance of an in-service program for beginning teachers described in this application, pursuant to the provisions of Title III of the Elementary and Secondary Education Act of 1965 (Public Law 89-10).

SP003455

TITLE III PROPOSAL: PROGRAM FOR BEGINNING TEACHERS

APPLICATION FOR CONTINUATION GRANT

PART II

NARRATIVE

I. The Community: The Wilmette Public Schools serve almost the entire village of Wilmette, and a small section of Glenview, Illinois. This area borders on Lake Michigan and is approximately four miles north of Chicago's city limits, located in Cook County and in New Trier Township. This project services the nine (9) elementary public schools of Wilmette and two (2) elementary non-public schools within the district. The population of this suburban setting exceeds 30,000.

II. Statement of Need: Wilmette Public Schools have a per pupil assessed valuation base of approximately $28,600. This tax base has not been sufficient to cover the local educational program in comparison with the other six elementary districts in New Trier Township. The assessed valuations for the other districts range from about $33,000 to $42,785 per pupil.

In 1966-67 the Educational Fund had a deficit of $41,767. A 21¢ tax referendum approved on February 4, 1967 was used for the 1967-68 budget. This budget has a deficit of $76,556. On September 21, 1968 an additional 21¢ educational tax rate was approved bringing the rate to 3½¢ of the $2.00 state legal limit. The 1968-69 budget utilizes this increase to give the district a "break-even" budget. It is quite evident that the district is in financial difficulty in maintaining the present program and is in great difficulty as it moves into any area of extensive program improvement.

The assessed valuation in 1958-59 was approximately $30,000 per child and has decreased to an estimated $28,600 for 1968-69. The enrollment in the same period of time has increased about 2,000 students. The current

increase in enrollment is approximately 5% per year. The cost for educating each child has increased approximately 20% for each of the last three years. The current cost per average daily attendance (ADA) is $849.

It is the district's belief that the heart of any school system lies with a low teacher-pupil ratio and competent teachers. In addition, these classroom teachers must be served by a number of auxiliary personnel. In order to obtain the most qualified staff available, competitive salaries must be maintained. (The base salary is presently $6,300 and will increase to $6,900 for the 1969-70 school year.) To accomplish the objective of low teacher-pupil ratio and competent teachers, it has taken more money than the tax base will provide. In addition, with a median tenure of 3.5 years in Wilmette and an overall median tenure of five years, the in-service program for teachers is paramount.

Some statistics which lend further supportive evidence are:

NUMBER OF PRE-TENURE TEACHERS:

1st year	87
2nd year	59
3rd year	15

PERCENT TURNOVER FOR:

1967-68	28
1966-67	31
1965-66	25
1964-65	25

NUMBER OF TEACHERS BEGINNING FIRST FULL-TIME EXPERIENCE:

1968-69	38
1967-68	37
1966-67	25
1965-66	41

NUMBER OF BEGINNERS THAT ARE STILL HERE FROM:

1965	12
1966	12
1967	26

Funds are not available to improve this pre-tenure program without com-

promising further on teachers' salaries and auxiliary services. Therefore, Title III funds have been used during the past year to strengthen the district's pre-tenure program of in-service for new teachers. The quality of the instructional program in any school system will be commensurate with the extent and quality of the opportunities for growth and development made available to teachers and other staff members. The Wilmette Public Schools is aware of the need to provide an extensive program in staff development for all professional personnel. The need for such services is now critical and present trends indicate that existing programs should be expanded and improved.

A program for beginning teachers that would help assure a successful pre-tenure experience is badly needed in many school systems. The lack of professional guidance and supportive services for teachers who are beginning their professional careers is an area of serious neglect.

An N.E.A. survey conducted in February of 1965 indicated that more than 35% of all elementary teachers were in their first three years of teaching in their present system.[1] The problem of turnover of teachers in public schools is nationwide. Statistics show that five out of six teachers drop out of teaching within their first five years. A four year study of 2,000 teachers employed by Oregon school districts reveals that seven out of ten teachers will not be teaching in the same district five years later.[2] There are many reasons given for this turnover. Although some of the reasons are not related to the teachers' success and happiness in the classroom, some are directly related to these issues. Wilmette's turnover experience reflects the national picture.

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[1]N.E.A. Research Bulletin Vol. 43, No. 3, Oct. 1965, Research Division, N.E.A., Washington, D.C., pp. 70-71.

[2]Center for the Advanced Study of Educational Administration, University of Oregon, January 1969.

Wilmette is a suburban community close to Chicago with several colleges and universities in close proximity and, consequently, attracts a large number of young teachers who remain a few years and leave in pursuit of a different career, to change positions, to marry, because of husband's transfer or completion of graduate work, or in order to raise a family. This turnover has been near the 30% level for several years. Because of this turnover, the Wilmette Public Schools presently have 161 teachers who are not on tenure. Eighty-seven of these teachers have been hired during the past year.

As teachers enter the profession, they need guidance in materials, content and methodology, orientation to the profession and the community, opportunities to express their individual abilities, support to try new approaches, assistance in the classroom, opportunities to observe master teachers and outstanding programs within and outside their local district, opportunities for extended consultations with specialists, and a variety of other similar services. Traditionally, teachers have been given a schedule or a class, textbooks, and space, and have been placed on their own. This procedure has created confusion and anxiety on the part of teachers. Unfortunately, this confusion and anxiety has been translated into the classroom and has had a detrimental effect on children in many cases. Consequently, many teachers, after a few months or years of sincere effort, leave the profession in pursuit of a position which will provide more support or "security." In other words, a beginning teacher finds himself beset with a new way of life over night, a way of life on which the growth and development of many children depend, a way of life in which there are few pat answers. This way of life is a far cry from the protected college classroom and the theory expounded therein.

To this district's knowledge, there is no program similar to the one initiated this past year which addresses itself to this problem. Despite the proliferation of institutions of higher learning and the increasing number of in-service programs, no one is focusing in on the beginner as this project has done.

In its first year of operation the program utilized resource personnel, released time for in-service, extended work year, consultation, visitation, and a limited materials' budget. The Wilmette Public Schools supported the program with the facilities and materials in its Educational Services Center, Instructional Television, personnel available in its Departments of Instructional Services and Pupil Services, and other personnel within its organizational framework. In addition, a limited in-service program supported by local funds ($20,900) has continued for all staff members including those in the beginning teacher project. However, the Wilmette public and non-public schools cannot afford to fully implement an in-service program for the staff as enumerated above.

Although Wilmette is in a relatively affluent suburban area, it has the lowest financial resources backing per pupil of any of the other six elementary school districts in New Trier Township. Furthermore, it has the largest number of pupils and the largest percent of lower middle and lower income citizens in the township. On a comparative basis, many districts in the Greater Chicago Metropolitan Area have more assessed valuation behind each of their students than Wilmette does.

III. Behavioral Objectives of the Project: The success of any project is best measured by the effects it has in affecting the behavior of those involved. The successful implementation of this highly individualized project has attempted to meet the needs of each beginning teacher. The project should produce teachers who are able:

1. To identify the needs and interests of pupils.

2. To interact with fellow teachers concerning areas of common interest.

3. To request concrete assistance from consultants and helping teachers on an as-needed basis in the areas of methodology, materials, content, etc.

4. To use more creative techniques and methods in areas in which they have exhibited strengths.

5. To use new skills and techniques gained through visitation and observation of highly qualified teachers in the classroom.

6. To have a higher degree of commitment to the teaching profession through counselling beginning teachers regarding a graduate program which is related to their needs and interests.

7. To know the services and facilities available to them in the schools, the community, and the geographic area at large.

8, To evaluate their strengths and weaknesses as teachers perceptively.

9. To know about exemplary programs and projects in and around Chicago.

IV. Procedures: It is commonly agreed that instruction is most productive when it meets the needs of those for whom it is intended. The same is true for in-service education. One of the more practical approaches to in-service education is to focus in on the primary concerns of the individual teachers as they relate to each individual school. This approach is based on the belief that it is as important to individualize the in-service education of teachers as it is to individualize the instructional program of children. Beginning teachers have individual problems which arise from recognized needs or dissatisfaction with the results of certain classroom activities. The in-service program described in this proposal is based on the premise of meeting the needs of beginning teachers as they evolve.

Each teacher hired by the Wilmette Public Schools for the school year 1968-69 was strongly urged to participate in this proposed program. All teachers approached agreed to participate in the program.

These teachers played an important role in structuring the ground rules for the program; they helped plan and determine the time, length,

place, and consultants, if needed, for the released-time in-service sessions. It is believed that the effectiveness of an in-service program is based upon the extent of involvement of participants. The atmosphere for an in-service program is as important as the atmosphere for any learning activity. Since the program for each teacher has been structured to meet his particular needs, in some cases it may involve a self-directed individualized program. The individualized program for each teacher has been developed cooperatively by the teacher and one or more of the following: the principal, the helping teacher, the adviser-consultant, the project director, and assistant project director.

The program began with a summer workshop directed to the orientation of the teacher to the schools, the community, and the instructional program in the schools. (See Exhibit A.) Educational services available to teachers and innovative practices were stressed. Thereafter, each beginning teacher spent an average of two half-days per month in his in-service program. One half of the in-service program was conducted during the regular school day. Teachers were released from their teaching responsibilities for workshops, visitation, demonstration teaching, and consulting with the adviser-consultant. The other in-service activities were held on eight Saturday mornings (one each month except December and June).

Since the implementation of this project requires at least eight half days of released time for each teacher, certified personnel who are residing in the community were recruited to substitute for the teachers released. Building principals selected substitutes whenever possible on a continuing basis and paired them with specific teachers so that they would be replacing the same teachers on a regular basis so as to provide continuity to the class program. These teachers were recruited from the large number

of ex-teacher housewives who are not able or do not desire to return to full-time teaching positions, but who are interested in teaching one or two half days per week. A sum of $8,000 was budgeted to cover the cost of substitutes for approximately 80 teachers for the eight (8) half days (substitute rate is $10.00 per half day).

Each beginning teacher was expected to attend the eight Saturday morning workshops dealing with problems in curriculum, teaching methods, and instructional materials. (See Exhibit B - Workshop Programs.) The interests and needs of the teachers determined the content and the format of these workshops. Questionnaires were used to provide immediate feedback from the teacher to the project director. (See Exhibit C.) Most of the workshop sessions operated with small groups of teachers working at the different levels; namely, primary, intermediate and junior high. Each teacher received a stipend of twenty dollars ($20.00) for each of the eight Saturday sessions. A sum of twelve thousand eight hundred dollars ($12,800.00) was budgeted for these stipends. The Saturday morning sessions were held from 9:00 a.m. to 12:30 p.m.

During the first year, each beginning teacher was teamed with an experienced teacher (helping teacher) who spent some time in planning, observing, and assisting in self-evaluating. The teams were provided direction in capitalizing on the strengths and weaknesses observed. Video-taping of actual class situations was begun to facilitate this team evaluation or cooperative approach to improving teaching competency using portable video-taping equipment.

Helping teachers participated in the summer workshop by working with the beginning teachers in the small groups as well as on a one-to-one basis. They continued to work with their group of four to six beginning teachers answering questions and giving general guidance throughout the

year. They were involved in the first two Saturday morning sessions (September and October) and some were asked to serve in a consultant capacity at other Saturday sessions. For the services described, each helping teacher was paid $200.00 above her regular contract for the school year 1968-69. An amount of $5,200 was budgeted for the 22 helping teachers.

The "family" approach was used to the extent that it was feasible. The helping teachers were chosen by principals from their building staffs. Assignments in elementary schools were made at levels; that is, primary or intermediate. In larger schools, some assignments were by grade level. In the junior high schools, assignments were by subject areas. When the number of new teachers in a specific subject was small, a helping teacher was assigned new teachers from the two junior high schools in the district.

The principal, helping teacher, and assigned beginning teachers met as a group to discuss common concerns and share ideas. The group met on a person-to-person, not a job-to-job, basis in an attempt to minimize the lines of the traditional line-and-staff pattern, and to bring about improved teamwork.

In addition to the groupings described above, each new teacher was assigned an adviser-consultant. Adviser-consultants were selected from the staffs of five colleges and universities in the area. Teachers were assigned in groups of six-eight and groups were designated by levels: K & 1, 2 & 3, 4 - 5 & 6, 7 & 8, and special professional assignments. Each adviser-consultant developed a rapport with each of the teachers through informal conferences, some observation, and group meetings. Once the confidence was established the adviser-consultant met periodically with the teacher, principal, and helping teacher.

During the second semester of the beginning teacher's first year, the principal, the helping teacher, and the adviser-consultant served as a counseling team for each teacher, counseling in regard to graduate study plans and help in choosing a college or university, an area of major study, and advice in the selection of elective courses as indicated by expressed or observed needs. Adviser-consultants were reimbursed for their services from the funds budgeted for consultant purposes. In addition to small-group consultant services related to this section, consultants were available for the remainder of each in-service day to meet with teachers on a one-to-one basis as needed or requested by the teacher. These individual consultations could relate to methodology, programming, material utilization or development, and evaluation such as self-assessment of strengths and weaknesses.

Using the approaches delineated (feedback questionnaires, the team approach, and project staff readings from person to person contact), the program of Saturday workshops and released time has evolved and now reflects the following practices:

1. Highly individualized programs for small groups of teachers or specific teachers.

2. Programs which actively involve the participants in "doing" - Good educational practices used in the classroom are as appropriate for in-service programs - should be considered as a prime criteria for developing an in-service program.

3. Teachers need to be involved in all stages of planning an in-service program.

4. A variety of approaches is necessary. Just because a particular approach is successful for a specific topic does not insure its appropriateness for another subject.

Through utilization of an individualized in-service program and the help of experienced teachers, a major effort has been made to help beginning teachers become diagnosticians in the instructional process in the classroom.

Adequate diagnosis of the child's abilities has enabled the teacher to plan programs in terms of the child's individual needs. Teachers are encouraged to recognize individual differences among children and know the intellectual, social, emotional and academic status of each child to teach effectively. It is necessary to teach each child on his instructional level, rather than below or above it, as often is the case in whole-class instruction. The beginning teacher has been provided the necessary tools to achieve this end.

However, this expertise cannot be learned during one year, especially the first year of teaching. It is the intent of the Public Schools of Wilmette to provide an in-service program throughout the teacher's pre-tenure period. During the second year of operation, this project for first-year teachers will be repeated but a program for second-year teachers will also be developed. The third year of operation will have teachers involved in programs developed and geared to meet the needs of teachers during each year of their pre-tenure experiences. It is expected that with modifications on the proposal, Board of Education support with local funds, state financing, and Title III, a three year program will be implemented. By gradually increasing local support, it is expected that the entire project will be supported by the Wilmette Public Schools in the fourth year of operation. At that time it is anticipated that increased funds from local sources and increased state aid will be available to support the entire project.

The major emphasis of the professional growth program in 1969-70 for the second-year teachers will be a commitment to begin a graduate program and the actual enrollment in graduate courses. During the

second year of teaching, guidance and counseling will be continued for each teacher using the adviser-consultant. Courses for college credit will also be offered to teachers in Wilmette during each semester. These courses will be designed around the needs of Wilmette's teachers, and they will be held in one of the Wilmette schools. Arrangements are now being made with Northeastern State College. National College, Northwestern University and University of Illinois (Circle Campus) have also agreed to consider extension courses in Wilmette.

Another facet of the program for second-year teachers will be workshops to be offered by the district. These workshops will be held on Tuesday afternoons from 3:30 to 5:00 p.m.

A description of two possible courses and a seminar follows:

LINGUISTICS AND EDUCATION IN THE LANGUAGE ARTS

Course Description: Research in linguistics, psycholinguistics, and language learning and its application to curriculum and instructional practices in the language arts including reading. Primary teachers, intermediate teachers and junior high teachers will be separated for seven of the sessions in order to discuss material more pertinent to each level in the Wilmette Public Schools.

Topical Breakdown (tentative): Following are some of the topics to be covered in this course. Emphasis throughout the course will be placed on the needs of Wilmette.

How language is acquired - a study of how language is learned from birth to adulthood - patterns of structures - some comments on the psycholinguistics of elementary school children.

Social uses of language - the social elements of language - developmental and learning considerations - how language is accommodated to the situation in which it is used - the complexity of elements that influence language acquisition and use.

Ways of studying language - the level of intuitions about language - parental concerns for language and the traditions of language instruction - folklore of language - scholarly studies of language - linguistic analysis.

Spoken and written language - language as sequencing - language processes - encoding/decoding - the analysis of language tasks for the classroom - sound/symbol relationships.

Language change - hypothetical studies of change - current effects of language change - effects of English of long-term changes - language history - linguistic relativism.

The meaning of language symbols - language as a means of communication - symbol/referent relationships - levels of abstraction implications for control of thinking.

Language studyand language teaching - understanding the child's use of language - the child's reasons for language study - sensitivity to the uses and possibilities of language - language as a subject of study in itself.

Language in the classroom - what is teachable about language and why - organizing and choosing language concepts for teaching - methods - materials - sample units.

Evaluating language in the classroom - performance of the students - criteria for evaluation - using textbooks, outlines, and guides - how to choose appropriate materials - professionnal development in the study of language.

The course will also provide sample units, examples of language for study, examples of usage for comparison, bibliographies, and sources of materials, guides and text material.

METHODS AND TECHNIQUES IN MODERN MATHEMATICS

Course Description: It will be a seminar type course which will include discussions of actual problems encountered in the classroom, mathematics learning theory, individualizing for mathematics instruction, methods and techniques in mathematics, changes in mathematics content, etc. The seminars will be conducted in both large group and grade level sections to meet the needs of individual teachers. The instructor will assist participants in their actual classroom teaching on a limited basis.

Course Breakdown (tentative): 2-3 sessions: A review of the most recent advances in learning theory as applied to mathematics.

1 - 2 sessions: Determining "What do we want to accomplish in elementary mathematics?"

2 - 3 sessions: Interesting experimentation in mathematics methodology to include ungraded math instruction, individualizing instruction, computor assisted instruction, programmed instruction for basic computational skills, the laboratory workshop approach, utilizing assistants in the classroom, etc.

1 - 2 sessions: Recent changes in mathematics content.

5 - 7 sessions: Individual needs and concerns of teachers. Working in level groups (primary, intermediate, and junior high) to discuss problems, methodology and content application at various levels. These sessions will focus on attacking individual problems in the classroom.

INDEPENDENT LEARNING SEMINAR

Seminar Description: A seminar - participation workshop on individualizing instruction with an emphasis on self-directed learning. Participants will discuss learning theory and how to apply it to the child. Participants will then be given the opportunity to try the techniques with children as part of the seminar program.

Seminar Breakdown (tentative): First 2 sessions - development of concepts and theoretical frameworks regarding learning, individualized instruction, and self-directed learning.

Sessions 3 and 4 - Divide into groups and discuss concerns regarding self-directed learning. Provide participants an opportunity to begin to answer some of their own questions and develop plans for self-directed learning.

Sessions 5 and 6 - Participants will present plans for implementation. Fellow participants will critique plans.

Sessions 7 and 8 - Participants will work with children. Children will have an opportunity to react to effectiveness of teaching. Participants will be given an opportunity to examine their own teaching behavior in this situation.

These programs might also be repeated during the third year to permit teachers to participate in them if they were unable to do so because of scheduling conflicts during their second year. During these pre-tenure years special emphasis should also be placed on a workshop series on human behaviorand mental health as related to teachers. During 1968-69 such a workshop was offered to teachers in the project using Mrs. Alicerose Barman, Educational Director of the North Shore Mental Health Clinic.

Education in human behavior has become more important because of its contributions to the significant problems of mental health. The implementation of programs in understanding and appreciation of human behavior on the part of both pupils and teachers is a necessary part of an in-service program for teachers in their beginning years.

A comprehensive program of education in human behavior requires that each teacher, regardless of his area of specialty, demonstrate in his daily behavior an understanding approach toward each pupil. A teacher who gains some insight into the behavior of his pupils would seem to be in a more advantageous position to work effectively with them. Thus, a program of education in human behavior may be viewed both as contributing to the pupil's understanding of his social environment as well as increasing the effectiveness of all teaching.

As a follow-up of the first workshops, it is intended to use the following series of handbooks in a second sequence workshop which supply detailed materials and suggestions to assist teachers in developing a series of learning experiences for teaching a casual orientation toward human behavior and social environment. The program will provide background education for teachers who will be moving into the first phases of a developing family life curriculum.

Series: A TEACHING PROGRAM IN HUMAN BEHAVIOR AND MENTAL HEALTH

A Primer in Human Behavior for Kindergarten and First Grade

Book I, Handbook for Kindergarten and First Grade Teachers

Book II, Handbook for Second Grade Teachers

Pupil Workbooks: "What Do You Think?"
"How Do You Feel?"
"My Book That Grows With Me"
"Learning to Talk About Our Feelings"

Book III, Handbook for Third Grade Teachers

Pupil Workbooks: "Why People Act As They Do"
"See What You Can Do With These"
"Our Modern Community"
"The 'Why's' Way to Learning"

Book IV, Handbook for Fourth Grade Teachers

Pupil Workbooks: "Why People Act as They Do"
"Organizing a Room Council"
"The Cubs' Project"
"Discover My World"

"How Can We Find Out"
"Farming--As a Business, As a Way of Life"
"Chicago - Growth of a City"

Book V, Handbook for Fifth Grade Teachers

Pupil Workbooks: "When We Meet a Problem"
"The Needs People Have and How They May Be Worked Out"
"Why People Act as They Do"
"Introducing Mental Health"
"From Colonies into States"

Book VI, Handbook for Sixth Grade Teachers

Pupil Workbooks: "When We Meet a Problem"
"Why People Act as They Do"
"People Are People the World Over"
"Learning to Understand Our American Neighbors"
"How the Teacher and Pupil Work Together"
"How are Our Relationships with Rules and Authority Figures"

Guiding Your Development (7th and 8th Grades)
Part I "Examining Our Experience"
Part II "Living in Our Schools"

Materials in the handbooks were prepared by teachers in cooperation with members of the Preventive Psychiatry Research Staff at the State University of Iowa under the direction of Ralph Ojeiman.

Teachers' effectiveness in using these materials in the classroom will be increased if given help in organizing a program for guiding pupils' growth toward a better understanding and appreciation of human behavior. As teachers use these materials, a number of questions will arise. Some questions will be concerned with teaching; others with content; and still others with pupil and teacher behavior. Provisions will be made for teachers to discuss these questions among themselves and with consultants at various times throughout the year.

A major effort will also be made to encourage second and third-year teachers to use an experimental approach for problem-solving. A project of classroom research could be developed around a specific problem as the young teachers seek ways of helping children develop

various desirable skills, understandings and attitudes. Classroom research or experimentation is a means of involving beginning teachers as they work with children to improve their own teaching practices. Experimentation can enable teachers to look critically at what they are doing and at the same time receive constructive help from their co-workers. It can provide a means of focusing on real problems; it can give practice in securing data necessary for the solution of the problems; and it can demonstrate for the teachers the importance of withholding judgment until sufficient facts have been secured. Experimentation can provide an opportunity to use a variety of techniques for teaching the same thing to determine the superiority of one method over another. It can help pre-tenure teachers realize their own responsibility for improved classroom teaching and for their self-improvement.

V. Emphasis: The emphasis of this program has been on an innovative approach to meet a vital need. This school district recognizes that there are currently several projects throughout the country which are focusing on the pre-service teacher. However, there does not appear to be any program going the next step. It is at this point, the step between preparation and reality, that so many studies have indicated real supportive services are essential. Yet, there are no planned, continuous, consistent programs which have been developed which provide beginning teachers with a highly individualized, selective, and continuous program during their first year. It has been the intent of this project to develop and implement such a program. In so doing, beginning teachers have been teamed with experienced teachers for assistance and mutual appraisal, provided mechanics for self-appraisal, and provided services for analysis and utilization of strengths and eliminating weaknesses. Furthermore, teachers have been paired with part-time teachers rather

than a substitute to see how this untapped teaching resource will work. Possibly, this resource can be utilized to alleviate future teacher shortages through the development of creative programs in which part-time classroom teachers might operate. Although this latter item is not a primary objective of this project, it is a procedure which is an advantageous side-effect of the project.

VI. Planning: Originally this project was planned in consultation with administrators from all local private (parochial) schools; personnel from Northwestern University, National College of Education, University of Chicago, and the University of Illinois (Circle Campus); beginning teachers currently serving in the Wilmette schools; administrators and consultants in these schools; parents and PTA leaders in the community; and personnel from the Cooperative Education Research Laboratories, Inc. All of the above institutions or groups have participated in the planning of this project and have assisted in its execution during the past year.

The possible specific areas of need as delineated in the original proposal are a result of several meetings with beginning teachers. These areas were of necessity not all encompassing since the program has developed around and for the teachers who have been involved in the program. In order to facilitate the continuous planning and revamping of all aspects of the project, an advisory council was organized to meet periodically during the year to interact with the project staff on all aspects of the program. This group was composed of representatives from the private schools; principal's group; beginning teachers; helping teachers; Wilmette administrative staff; CERLI; and personnel from National College of Education, Northeastern State College, Northwestern University, Roosevelt University, and the University of Illinois (Circle Campus).

In essence, this project has been the thinking of representatives of all of the above groups and others to develop an effective plan of action.

The close cooperation of the Office of Superintendent of Public Instruction, Title III, E.S.E.A., and especially the Supervisor for Region I, Mr. Jerry Saimon, have been most helpful in providing additional insight into the operation of the program during 1968-69, the first year of operation. It is hoped that the future implementation stage of this project can be undertaken in close cooperation with the Department of Public Instruction so that resources on the state level can be utilized to provide a more effective program so that the successes of this program can be utilized by the state to the advantage of other school districts and, consequently and ultimately, other children.

The focal point of this entire project is the child. How do we best equip beginning teachers to meet his individual needs? It is felt that this project can be a most potent tool in equipping the teacher. However, this requires a considerable increase in expenditures for the proposed in-service project.

During the 1967-68 school year, the Wilmette public and parochial schools budgeted more than $10,000 for in-service activities and during the 1968-69 school year that figure was more than doubled. As previously stated, $20,900 was budgeted by the Wilmette schools and the private schools budgeted approximately $2,000.

The local district could not possibly absorb the cost of the total project; however, in ensuing years, as was indicated earlier, increasingly larger sums of money will be allocated to this area so that eventually the project would be completely supported by local funds.

VII. Participation of Non-public School Children: Non-public school children

have had the same benefits as public school children since beginning private (parochial) school teachers in the community are participating in this project. Private school teachers will also be included in the district-operated follow-through program for second and third-year teachers.

VIII. Evaluation: Each beginning teacher in Wilmette was asked to complete a "Survey of Teacher Attitudes and Needs" (See Exhibit D) during the pre-school workshop which attempted to ascertain individual needs of teachers as perceived at that time. The initial program in which the beginning teacher participated in September and October was designed to meet the needs which were identified in the survey. In February, a random sampling of teachers was used to respond to the same survey questionnaire and the program adjusted at that time to meet changing needs. In June, all teachers will respond to the survey questionnaire once again to measure progress toward goals established.

The survey contains 87 items related to teacher attitudes and needs and 25 items related to teacher behavior. Teachers responded to each item on a continuum. In June, the three responses to each item will be graphed for each teacher in order to ascertain professional growth and behavioral change due to this in-service program.

A similar more sophisticated evaluative instrument will be developed for use with continuing teachers at the end of the second and third years of teaching to ascertain what the long-range effects of this first-year program have been. These instruments will also assist in the determination of the success of the second and third-year programs.

During the entire program, each teacher met with the project director, assistant director, principal, helping teacher, and/or adviser-consultant to discuss his individual program. At this time, the teacher's professional

growth was discussed and evaluated and plans made for future professional activities. Formal and informal methods of observation were used to gather information concerning progress toward professional growth and providing in-service to individualize the teacher's program. Careful attention has been given to separating the district's supervisory and evaluation responsibility for all teachers from the in-service program of professional growth and development. While building principals traditionally play this role, the delineation has been established with beginning teachers through a strong rapport building program based upon a professional confidence established early in the program. Therefore, teachers are not threatened by any phase of the beginning teacher program.

The Institute for Educational Research, Downers Grove, Illinois, has served as consultant in the developing of evaluative techniques which will help analyze the strengths and weaknesses of the program. An agreement for these services was developed and $1,200 budgeted for the evaluation. A research person, Mr. Thomas Slocum, has worked closely with the project director on a regular basis in this evaluation process. Mr. Allen Zak, principal in District 39 and doctoral candidate at Loyola University, has agreed to work closely with members from the Institute for Educational Research in conducting the evaluation during the second and third years of the project.

A study is also planned for after five years to see if an in-service program as outlined in this proposal does, in fact, assist in the development of more committed teachers. An analysis will be made to determine how many teachers left the profession during the ten prior years and why they left both before and after the implementation of this project.

IX. Dissemination: Information about the project has been disseminated in the following ways:

(1) Newsletter and Descriptive Brochure

(2) Magazine Article - Phi Delta Kappa Newsletter, Northwestern University Chapter, January, 1969

(3) Visitations

(4) Resource staff available for consultation

It is the intent of this district to provide as extensive a coverage as possible regarding this program. One of the media to be used has been a four-page newsletter. The distribution was made throughout the State of Illinois, as well as to all state departments of instruction. The newsletter conveys the essence of the program, purveys an attitude of open-endedness, and reflects the new directions of in-service education. There were photographs of the program in action to give visual illustration. The newsletter is the main communications vehicle of the program and will be available to anyone who requests it beyond the distribution listed above. A sum of one thousand dollars was budgeted for dissemination purposes.

Descriptive magazine articles have been written to explain the program in some detail. These articles have been and will be submitted to national magazines such as the NEA Journal, Bulletin of National Association of Elementary School Principals, Nations Schools, Educational Leadership, and Phi Delta Kappan. Also, an article will be submitted to the Illinois Education Association Journal. Included with each article will be an invitation to send names and mailing addresses for those interested in receiving the descriptive brochure.

Educators have been encouraged to come and observe the program in action. This program has been able to accommodate a number of observers, since the sessions have been held during the week on scheduled released-time periods as well as workshop sessions on Saturday mornings. Staff members from Wilmette have been available as resource people to other

districts, colleges, conferences, and state workshops. They have been available to discuss the project as it might apply to other settings and to assist in laying the groundwork for the establishment of similar projects.

X. Project Director: Mr. William J. Fritsche has been employed as project director and spends approximately 67% of his time on the project. During the remaining time, he has assisted the Director of Instructional Services in the area of curriculum.

The project director has been the responsible agent for:

1. Implementing this proposal as indicated.
2. Setting up the summer workshop for beginning teachers.
3. Consulting with and providing service to principals, helping teachers, and beginning teachers.
4. Coordinating activities of helping teachers.
5. Arranging for consultants to assist the beginning teachers as needed.
6. Making arrangements for beginning teacher visitations as appropriate.
7. Preparing material regarding the project for dissemination purposes.
8. Supervising all research activities related to the project.
9. Coordinating activities within the school district related to the project.
10. Arranging for visitations by interested parties and going to other districts to discuss the project with anyone interested in it.
11. Assisting the Director of Instructional Services in curriculum coordination.

Organizationally, the project director functions in the Department of Instructional Services and is responsible to the director for that department.

The project director has been assisted by a half time assistant director, Miss Kathryn James, in all aspects of the project. Miss James' salary has been provided from local funds except for a $200 stipend paid from the project budget for additional time employed.

XI. Facilities, Equipment and Materials: All facilities used in this project have been furnished without charge by the Wilmette Public Schools. The only funds requested in this proposal for the first year, besides funds for personnel, are funds for travel (visitations and conferences), materials (expendable supplies and professional books and materials), and two portable videotape recorders. It is felt that the videotape recorders are essential to provide beginning teachers with the opportunity to see themselves in action in order to analyze their strengths and weaknesses. These videotape recorders have been used in the eleven schools participating in the project as follows:

a. Beginning teachers have been encouraged to videotape their teaching for self-evaluation purposes. They have been instructed on how to use videotapes for self-evaluation and how to identify their personal needs from viewing themselves in teaching situations.

b. Some adviser-consultants and helping teachers have viewed videotapes of beginning teachers in teaching situations in order to discuss their strengths and weaknesses on a small-group or individual basis.

c. Exemplary teaching situations have been videotaped to show teachers how they might overcome specific weaknesses.

d. Micro-teaching techniques have been videotaped for the purpose of discussing general strengths and weaknesses in teaching.

e. Critical incidents in the classroom have been videotaped for analysis and discussion.

f. In various other situations related to improving the teaching competencies of beginning teachers.

The Wilmette Public Schools has assumed the responsibility for transporting the two machines among the eleven schools participating in the project.

XII. Subcontracting: Not applicable.

MODIFICATIONS IN THE PROPOSAL FOR CONTINUATION GRANT

The narrative, to this point, has related to the historical background of the original proposal and its implementation during the first year of the grant award. In requesting the continuation grant for the second year of operation of the "Program for Beginning Teachers," the following clarifications are made to suggest specific guidelines for implementation of the modified program for the second year. These statements are made with the strong belief that an innovative program must be viable and that change is made to improve the project.

Participants Qualifying for the Program

1. All new Teachers initially employed for the 1969-70 school year with 0,1,2 years previous experience prior to coming to the Wilmette Public Schools will participate in all aspects of the program. New teachers with three or more years experience will be invited to participate in the two additional days of the pre-school orientation for which a $60.00 stipend will be paid and will then be phased out of the program.

2. Teachers who have been in the first year of the program will continue into the second year of the program.

The Role of the Building Principal

The building principal is responsible for the success of the Title III Project in his building. The leadership exhibited by the building principal in utilizing the resources made available to him as he works with beginning teachers will measurably affect the degree of professional growth exhibited by the pre-tenure teacher and the success of the Title III Project in his building. The specific responsibilities of the building principal as he "quarterbacks" the project include:

1. To give direction and guidance to the efforts of each helping teacher within his building and to assist in the development of a climate for the helping teacher and beginning teacher to work together.

2. To meet with the adviser-consultant and/or the helping teacher concerning the needs of beginning teachers.

3. To meet jointly with the helping teacher, adviser-consultant, and beginning teacher to explore ways in which the needs and concerns of the beginning teacher can be satisfied.

4. To advise and support the project staff in meeting the goals of the program.

5. To utilize the resources of the Title III Project as another tool as he provides instructional leadership within his building.

Role of the Helping Teacher

The helping teacher functions within a school as an experienced teacher who has accepted the responsibility to assist three or four pre-tenure teachers who are in the first year of the Title III Project at a designated level or subject area. He works in cooperation with the director of the project, the building principal, and the Department of Instructional Services in the performance of his duties. As the year progresses, the need for the helping relationship decreases and a collegial relationship evolves. The role does not diminish but focuses on the supportive help of a colleague working on the practical aspects of teaching. The specific duties and responsibilities of the helping teacher are:

1. To participate in a pre-school workshop in order to assist in the orientation of pre-tenure teachers.

2. To serve as a helper in the planning and implementing learning experiences of children.

3. To meet regularly with the building principal and the beginning teachers assigned to him to discuss common concerns and share ideas on a person-to-person basis. (A specific, regular time will be set up with each beginning teacher.)

4. To meet in group conferences with adviser-consultants, pre-tenure teachers, other helping teachers, and the building principal when necessary.

5. To share experiences with the project director, staff members, and other helping teachers and to evaluate the helping teacher role through group seminars.

Selection of helping teachers is critical to the success of this role. The building principal is the key person in making recommendations to the project director as to specific personnel who should serve as helping teachers with the project. While the helping teacher is first of all a successful classroom teacher, the following criteria are important to making appropriate choices:

1. Leadership qualities which are non-directive rather than directive.
2. The ability to work cooperatively with colleagues.
3. Positive inter-personal relationships with all staff members.
4. A high degree of professional commitment, willing to give time and knowledge freely.

Once selected, the helping teacher will participate in a leadership training seminar and follow-up conferences with the assistant project director responsible for coordinating helping teacher assignments. In addition, helping teachers will be required to present specific feedback information concerning their role with beginning teachers to the assistant director.

A limited amount of released time will be provided for helping teachers as well as a $200 stipend.

Role of the Adviser-Consultant

The adviser-consultant functions as an outside resource person from local universities and colleges who is available to pre-tenure teachers, helping teachers, and building principals. He works in cooperation with the director of the project in the performance of his responsibilities. Adviser-consultants will be selected from a broad base of professional expertise in educational psychology, elementary education, and academic preparation. The specific duties and responsibilities of the adviser-consultant are:

1. To serve as an adviser-consultant for pre-tenure teachers in the planning of a graduate program.

2. To advise beginning teachers who have requested the services of the adviser-consultant. The type of consultant service will vary to meet the individual needs of each teacher. Specific activities will include classroom observations and consultations, group seminars, and group or individual conferences with pre-tenure teachers, helping teachers, and building principals.

3. To confer with the project staff and advisory council concerning the role of the adviser-consultant. The role is not envisioned as that of a supervisor but rather as an adviser and a consultant to a professionally prepared teacher.

4. To participate in necessary evaluation activities related to the project.

Two roles are delineated for the adviser-consultant; one which can be described as long range and the other short range. The long range adviser-consultant will be selected on the basis of individuals who can be committed to giving at least a full day per month to working with a minimum of four and maximum of six teachers in their first year of the project beginning in January 1970. In addition, these consultants would work closely with second year teachers desiring close counselling on a graduate program.

Short-range adviser-consultants will be employed for a specific need of a teacher which can be satisfied in a limited number of conferences. For example, a teacher interested in pursuing a graduate program in library work might work closely with a Rosary College staff member who can assist the teacher in planning a program leading to a masters' degree in library science.

Decisions on the type of adviser-consultant to be used will depend upon the needs of beginning teachers. Those who have definite plans will be assisted through short-range adviser-consultants; those who are in need of extensive conferring and counselling will be

assigned to a long-range adviser-consultant.

The assistant project director who is responsible for planning this phase of the program will work closely with the adviser-consultants. The adviser-consultants will be paid a stipend based upon federal guidelines for consultants, $100 per day plus travel.

Administrative Organization

The following modification in the administrative structure will be used. While the expenditure will not exceed the proposal budget for salaries in the original project, the funds have been reallocated.

Project Director - Coordinator of the project. Salary to be paid from local funds. Serves also as curriculum director.

Assistant Project Director for first year program - Half-time position. $4,500

Assistant Project Director for second year program - Half-time position. $5,500

Both assistant project directors will work under the direction of the project director.

Concluding Statement

Since the Project for Beginning Teachers has been in effect for nine months and the request for a continuation grant must be filed prior to the study of data which is yet to be collected, no firm conclusions can be reached concerning the meeting of objectives of the program. As has previously been stated, the in-service program has been developed on the basis of the initial survey instrument, simple feedback instruments given frequently, and open communication with all participants and project staff.

Whether the program will make a significant difference in teacher turnover is still an open question. This data will be kept and reported as a part of the longitudinal study at the conclusion of

the study.

The subjective data which has been collected from the beginning teachers has given the project staff some measure of the success of the program to date. This data reveals the following information which serves as the beginning of the evaluation study:

1. It is apparent that beginning teachers have maintained a positive attitude toward the in-service project as revealed by sustained attendance at workshops and unsolicited positive responses about helping teachers, adviser-consultants, and released time activities.

2. The excitement of teachers participating in the project permeates the district and has caused experienced staff to feel a need for the same kinds of experiences for in-service.

3. The feedback instruments reflect the increased perception of needs as beginning teachers become more familiar with the role of teacher.

4. The traditional types of in-service programs have usually not met the individual needs of teachers and actually result in negative attitudes toward participation in professional growth programs.

5. Highly individualized programs for small groups of teachers or specific teachers are generally more successful.

6. Teachers need to be involved in planning their in-service program and to be active rather than passive participants in the workshops and seminars developed.

7. A variety of approaches to in-service have been most successful in meeting individual needs of teachers with a variety of teaching problems.

8. The administrative staff has observed an attitude of genuine concern by new teachers for self-improvement.

9. It has been observed that generally new teachers are effectively functioning in the classroom, using techniques learned through the project and meeting the needs of individual children.

Communication is a key function to the success of the project. Lines of communication from the beginning teacher to the project staff were established early in the project. Trust was established and

maintained. Direct involvement in planning and evaluating individual needs experienced by beginning teachers makes in-service relevant, which has resulted in an highly motivated group of beginning teachers in our classroom.